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ABSTRACT

A study conducted during the 1984-85 school year in Mississippi found that secondary school teachers' attitudes toward post-observation supervisory conferences were not influenced by their perceptions of their principals' supervisory behaviors. Participating in the study were 120 secondary teachers of English, science, mathematics, and social studies, who had been involved in post-observation conferences in 15 public school districts. Among the instruments used were Form 1, Subscale 8 of the Supervisory Behavior Description Questionnaire and the Post Observation Supervisory Conference Rating Instrument. Construct validity of the instruments was established through factor analysis. Supervisory behaviors were defined as directive, collaborative, and nondirective. Teacher perception of these behaviors in their supervisors did not correlate significantly with positive or negative teacher attitudes concerning the conferences, nor did teacher gender or academic discipline. Race was the only factor found to correlate with these attitudes; black teachers exhibited more positive attitudes toward the conferences than did white teachers. Four tables display the results of the study's analyses. Ten references are cited. (PGD)

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THE RELATIONSHIP BETWEEN SECONDARY TEACHERS' PERCEPTIONS OF SUPERVISORY BEHAVIORS AND THEIR ATTITUDES TOWARD A POST OBSERVATION SUPERVISORY CONFERENCE

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Roslin E. Williams

INTRODUCTION

Supervision of instruction focuses on the improvement of the teaching-learning processes within an educational setting. According to (Harris, 1975),supervision of instruction is"...what school personnel do with adults and things to maintain or change the school operation in ways that directly influence the teaching process employed to promote pupil learning."

The principal, considered to be the instructional supervisor of the building, is formally designated by the organization to interact with members of the teaching system in order to improve the quality of learning for students (Adams and Dickey, 1953). This means that principals must rely on their influence with teachers in order to achieve the appropriate learning outcomes (Schmuck, 1977).

With public disenchantment being voiced about the educational establishment, legislative resolutions have been mandated in various states emphasizing the need for increased participation of the principal in instructional supervision. Since instructional leadership of the principal has been legislated in many states, in order to

achieve the purposes of the instructional program, principals have been forced to undertake the role of clinical supervisor (Bellon, 1976). This new role allows principals to concentrate more on specific behaviors which occur in the classroom. This task usually involves the observation of instruction by the principal and later a discussion of the perceptions of that instruction with the teacher (Blackbourn, 1983). Because of the one to one contact between the principal and the teacher, the post observation conference has as its goal the production of cooperative planning which is an attempt to reach a union of minds and purposes. Adams and Dickey indicated that a successful conference with a principal depends on the attitude of the teacher toward it. Even though this supervisory process may generate open communication between the principal and the teacher, this communication may be affected by perceptions teachers have of their principal. These behaviors of the principal, as perceived by the teachers, could have an effect on the morale of the teacher.

Leadership behaviors of principals which show consideration of the needs of teachers, while insisting on discipline and emphasizing achievement of tasks, are more successful in achieving high morale and superior performance from teachers (Gibb, 1969). With superordinate - subordinate relationships existing in educational organizations, it is imperative to investigate factors which provide knowledge about teachers' perceptions of their principals' behaviors in instructional evaluation.

PURPOSE OF STUDY

The purpose of this study was to investigate the relationship between secondary teachers' perceptions of the supervisory behaviors of their principals in the area of instructional evaluation and their

attitudes toward a post observation supervisory conference.

QUESTIONS TO BE ANSWERED

1. Are there correlations significantly different from zero between the perceptions of secondary teachers' relative to the directive, collaborative, or non-directive dimensions of their supervisors' behaviors in the area of instructional evaluations and their attitudes toward a post observation supervisory conference?

2. Are there correlations significantly different from zero between the perceptions of secondary teachers in any combination of the directive, collaborative, or non-directive dimensions of supervisors' behaviors regarding instructional evaluation and teachers' attitudes toward a post observation supervisory conference?

3. Are there correlations significantly different from zero between the directive, collaboarative, or non-directive dimensions of their supervisors' behaviors regarding instructional evaluation and the teachers' attitudes toward a post observation supervisory conference when race, gender, or teaching fields are considered as variables?

DEFINITION OF TERMS

Secondary Teacher: any classroom teacher who teaches the major portion of the day in grades 9 - 12.

Post observation supervisory conference: A conference in which the principal and teacher meet one - to - one after the observation, for the purpose of discussing teaching performance and effectiveness.

Directive Supervision: any behavior of an individual in a supervisory position which involves the giving of a direct order or requiring specific procedures.

Collaborative Supervision: any behavior of an individual in a

supervisory position involving a team approach to decision making.

Non-directive Supervision: Any behavior of an individual in a supervisory position which minimizes the supervisor's role in decision making, and permits individual teachers to make decisions.

METHODOLOGY

Sample

The participants were 120 secondary teachers of English, science, mathematics, and social studies from 15 public school districts in Mississippi who were involved in post observation conferences during the 1984-1985 school year. Twenty secondary schools were randomly selected from Public School Enrollment 1984-85. This number was chosen to allow for schools with no structured post observation supervisory conferences and for schools electing not to participate.

Instrumentalism

The Supervisory Behavior Description Questionnaire (S.B.D.Q.), Form 1, Subscale 8, developed by Walter E. Sistrunk, was used to determine the teachers' perceptions of their principal's behaviors. Form 1 is an ordinal scale composed of three dimensions, eight subscales, and 53 triads of behavior. Only Subscale 8, Evaluating Instruction and Instructors, was used in this study.

The content validity was established for this form of the instrument through its firm basis in the theoretical foundations of motivation, satisfaction, and supervision. Two steps of the Delphi technique were utilized to increase the validity of the instrument.

Construct validity was developed through factor analysis. Criterion related validity was established through canonical correlation of Form 1 with Form 2, correlations with the California F Scale,

the Tennessee Self Concept Scale, and a number of demographic variables. Canonical correlations between Form 1 and Form 2 yielded coefficients with each other at .99 on each of the directive, collaborative, non-directive dimensions and on the total scores of each instrument. The alpha coefficient for Subscale 8, Evaluation of Instruction and Instructors, was .70 (Sistrunk, 1982).

The Post Observation Supervisory Conference Rating Instrument (POSCRI) was employed to assess the teachers' perceptions of the supervisory conference. This instrument was developed by Joe M. Blackbourn and Lamar Moody in 1978. The scale is a semantic differential which identifies two major aspects of the post observation supervisory conference. Subscale I measures teachers' perceptions of the environment in which the conference took place. Subscale II measures teachers' perceptions of the attitudes and behaviors of the principal during the conference.

The instrument was developed according to the recommendations of Charles Osgood, George Suci, and Percy Tannebaum. Each scale in the instrument is a pair of bipolar adjectives used as a seven point rating scale. The bipolar adjectives were chosen from the word pool developed by Osgood, Suci, and Tannenbaum. Additional adjectives were added by the authors.

The construct validity of the instrument was estblished by the application of a Principal Components Varimax Rotation Analysis to data collected in an urban school system. This analysis rendered two factors, Subscale I and Subscale II. These factors explained 58% of the total variance. Based on the suggestions of Cooley and Lohnes, judgments were made on the items to be retained in each factor. These judgments were based upon rotated loadings of at least .300.

An alpha coefficient was computed to establish the internal consistency of the instrument. A coefficient of .95 was obtained.

ANALYTIC PROCEDURE

Three predictor variables-- directive, collaborative, and non-directive -- were correlated with the criterion variable of secondary teachers' attitudes toward the conference to ascertain which supervisory behavior, combination of behaviors, or demographic variables show a significant relationship. In order to determine whether leadership behaviors of principals could be identified as indicators of teachers' positive attitudes toward a post observation conference, a multiple regression analysis was computed.

RESULTS OF STUDY

Summary data are provided in Tables 1-4. Examination of these data indicated that in studying the relationship between teachers' perceptions of supervisory behaviors and the criterion variables of teachers' attitudes torward the environment of the conference, and teachers' attitudes toward the principal's behavior in the conference, none of the correlation coefficients reached the value of .19 needed for significance at the .05 level. Additionally, neither combination of directive, collaborative, or non-directive supervisory behavior produced a significant F value when matched with the three criteria variables. However, only one of the predictor variables, race, produced a significant F value at the .05 level.

SUMMARY

The correlational analysis indicated that secondary teachers' attitudes toward the post observation supervisory conference were not influenced by their perceptions of the principal's supervisory behaviors whether directive, collaborative, or non-directive. Those

teachers which have more positive attitudes toward the post observation conference do so in the absence of any particular combination of leadership behaviors of their principals. Teachers' race was significantly related to their overall perceptions of the post observation conference. Black teachers exhibited more positive attitudes toward the conference than did white teachers.

TABLE 1

GENDER, RACE, AGE, LEVEL OF CERTIFICATION, TEACHING FIELD, AND YEARS OF TEACHING EXPERIENCE

Variables		N	%
Gender	Male	48	40.0
	Female	72	60.0
Race	Black	49	40.8
	White	71	59.2
Age	Below 25	02	01.7
	26-43	69	57.5
	44-60	49	40.8
Certification	A	53	44.2
	AA	55	45.8
	AAA	12	10.0
Teaching Field	English	30	25.0
	Science	30	25.0
	Mathematics	30	25.0
	Social Studies	30	25.0
Years of Teaching	01-12	56	47.0
	13-24	48	40.0
	25-36	16	13.0

TABLE 2

CORRELATION OF PERCEPTIONS OF SUPERVISORY BEHAVIORS IN EVALUATION WITH ATTITUDES TOWARD THE POST OBSERVATION SUPERVISORY CONFERENCE

Supervisory Behaviors in Evaluation	r
Directive	-.13
Collaborative	.15
Non-Directive	-.03

r $\geq$ .19 needed for significance at the .05 level.

TABLE 3

RELATIONSHIP OF SUPERVISORS' BEHAVIORS IN EVALUATION TO TEACHERS' ATTITUDES TOWARD THE POST OBSERVATION SUPERVISORY CONFERENCE

Variables Entered	Multiple R	R^2	R^2 Added	Simple R	F
Collaborative	.1472	.0217	.0217	.15	2.61
Directive	.1606	.0258	.0041	-.13	.49
Non-Directive	.1606	.0258	.0000	.03	.00
Total Set					1.55

$F \geq 3.92$ (df 1, 118) needed for significance at the .05 level.

TABLE 4

RELATIONSHIP OF RACE, GENDER, TEACHING FIELD, COLLABORATIVE, NON-DIRECTIVE AND DIRECTIVE TO TEACHERS' ATTITUDES TOWARD A POST OBSERVATION SUPERVISORY CONFERENCE

Variables Entered	Multiple R	R2	R2 Added	Simple R	F
Race	.1094	.0363	.0363	-.19	4.44*
Subject Taught	.2300	.0529	.0166	.13	2.05
Collaborative	.2550	.0650	.0121	.15	1.50
Sex	.2591	.0671	.0021	.06	.26
Non-Directive	.2631	.0692	.0021	.03	.26
Directive	.2631	.0692	.0000	-.13	.00

*$F \geq 3.92$ (df 1, 118) significant at .05 level.

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